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ABSTRACT

The outdated nature of the school as an institution has victimized, not only the clients but the practitioners--not only those outside seeking ways of getting in but those inside the school trying to make it work. The problem is with the form and shape of the institution in which administrators, supervisors, teachers, students, parents, communities, etc. function. Fundamental reform leading to a new and more relevant educational institution requires change in the three major pillars of the present educational system: (1) In governance, a realignment of the parties involved in the process of educational decision-making is required, involving a shift toward giving parents, community residents, and students an increased voice in policy. (2) In substance, a reform of the objects to be achieved and the content to be learned is needed--involving the search for relevance toward more humanistically oriented curricula dealing with individual and group problems, and having a more functional emphasis; for example, preparation for major societal roles. (3) In personnel, opening educational systems by the people who will be responsible for implementation to a far broader base of talent than the conventionally prepared career educator is required. (Author/JM)

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Some Theoretical Consideration For Developing New Educational Programs for the Poor

by
Mario D. Fantini

We are entering a new period of diagnoses for the so-called "disadvantaged" or "poor" student populations. This new diagnostic orientation will affect profoundly our educational prescriptions and modes of intervention. Taken together the forthcoming stage of diagnosis and prescription will move us significantly closer to more basic solutions to the educational problems of not only the poor but of all learners. The purpose of this paper is to examine briefly the nature of the new diagnosis-prescription framework and to suggest possible strategies during the period of transition.

The current prescription, that is,programming orientation for the "disadvantaged"* is based on a diagnostic disposition developed in the early 1960's. At that time, the early thinking about poverty and equal opportunities was being advanced. This thinking became institutionalized in such Federal agencies as OEO and OE. Influenced by the War on Poverty and civil rights movements, the problems of the poor including educational problems were identified and tackled. The model for diagnoses was simple, the prescription direct:

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*Later in the paper the reader will note a different definition of this term than the one currently utilized, hence the quotation.

There were masses of children, mostly minority and poor, who were not being educated properly. These populations were viewed as failing largely as a result of their deprived backgrounds. They were "culturally deprived." They were seen as suffering from "environmental deficits" which handicapped them in school.

Given such as assessment, it followed that to remedy the problem would necessitate a massive concentration of remedial educational efforts. "Culturally deprived" learners needed compensatory education in which their deficits could be "plugged". Thus if children were behind in reading we needed more reading teachers; if children lack motivation, we need more counselors; if children lack cultural experiences, we need more field trips, more cultural enrichment., etc.

Compensatory Education -- attempts to overcome shortcomings in the learner -- is the most prevalent form of intervention designed to raise pupils' academic achievement. It characterizes such efforts as the Ford Foundation-supported Great Cities School Improvement Programs, Title I of the Elementary and Secondary Education Act and New York City's early High Horizons Program and recent More Effective Schools Program. Compensatory education seeks to attack a spectrum of defects in the learner -- verbal retardation, lack of motivation, and experiential and sensory deprivation -- that presumably prevent his participation in the learning process. In addition to grafting extra education onto the regular school experience, proponents of compensation have attempted to nip

deficiencies in the bud through preschool programs like Project Headstart.

For the most part, however, compensatory education is a prescription that deals with symptoms, with strengthened doses of prescriptions that have been ineffective before -- more trips, more remedial reading, etc. -- without real differences in kind. It is essentially an additive, or "band aid" approach that works by augmenting and strengthening existing programs. It builds layers onto the standard educational process in order to bring the strays into the fold and to fit them into the existing school mold. The assumption is that the schools need to do somewhat more for disadvantaged pupils, but it does not presume that the school itself is in need of wholesale re-examination.

Enormous effort, ingenuity, and funds have been invested in compensatory education, but the evidence emerging from even the best efforts indicates that they are having little significant impact on the problem of low achievement among disadvantaged children. The proponents of continued compensatory intervention argue either that not enough effort and resources have yet been applied or even that greater attacks must be made on factors external to the schools (typically, family stability, housing, and income), or both.

But the compensatory approach is viewed with increasing distrust by the parents of academic failures both because the techniques are not achieving

their goals, and because these parents are rejecting the premise that the fault lies in their children. Doubts are also beginning to arise among educational strategists disappointed by the failure of incremental inputs to the existing system to make a substantial difference.

Despite its failure to solve any problems completely, compensatory education has put a searchlight on the educational problem of the poor. Further, it has indicated that this generation is not prepared to sacrifice people while it searches for more widespread causes. Moreover, it has made contact with "the establishment" on its terms and has been the least threatening. In other words, compensatory education has served an extremely important role in making contact with the problem and with the people involved in its solution.

Consequently one does not view compensatory education as a mistake. Rather, it is the first step in a series of planned steps aimed at structural overhauling of the entire process by which people are educated. As such, it represents an almost necessary first step in a journey toward institutional reform. Those who would reform the institution say that the present educational process is not now geared for and never was intended to deal with a diverse learning population. It was designed at a time when the purposes of the school were different. For these reasons, the present educational process is outdated and does not, therefore, possess the capability of fulfilling its role in modern life.

At about the same time, another prescription was being advanced which sought quality education through desegregation. Since the 1954 Supreme Court decision, considerable effort toward integration has been based on the assumption that Negro pupils' achievement is enhanced in an integrated school environment. The Coleman Report tends to support this view, and the U. S. Civil Rights Commission is unequivocal in stating: "Negro children suffer serious harm when their education takes place in public schools which are racially segregated, whatever the source of such segregations may be. Negro children who attend predominantly Negro schools do not achieve as well as other children, Negro and white."[1]

Moreover, there is a growing shift of emphasis by minority group members themselves away from desegregation at the option of the white majority. The new focus of racial-minority parents is on power and control over the schools their children attend. The changing mood springs not only from the poor record of integration efforts, but also from a revolt against the condescension perceived by minority group members in the school desegregation efforts of the post-1954 decade. First, many of them resent the fact that integration is, under current power arrangement, an option of the white community. Second, they believe that the dependent status of the Negro in American society is perpetuated by the notion that the only way to help the black child is to seat him alongside white children.

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1. U.S. Commission on Civil Rights, Racial Isolation in the Public Schools (Washington: U. S. Government Printing Office, 1967), I.

Beneath this mood is a quest for stronger racial identity and pride, and a desire to gain more control of their own destiny. The desire for integration was based, rather, say many Negro spokesmen, on the belief that parents in predominantly white schools exercised enough power to insure that the school offered quality education, in which Negro pupils should share. The converse is powerlessness, further destruction of identity, and increasing disconnection from the larger society.

The implication for public education is greater participation by Negroes in control over predominantly Negro schools. This is rather different from the "separate but equal" doctrine, since some "black power" philosophers reason that when Negroes achieve quality education under their own aegis, they will then be prepared to connect (integrate) with the white society on a groundwork of parity instead of deficiency. A good school then would be defined not by the kind of children who attend it, but by the quality of the education offered by the school. In short, they seek connection as equals.

The goals of integration, therefore, must be broadened to restore a quality that has been sidetracked in the emphasis on the educational-achievement goal of desegregation, and of equating <u>assimilation</u> with integration. That is, we must recognize that viewing diversity and differences as assets rather than unfortunate barriers to homogeneity has as positive an effect on human

growth and development as the teaching of academic skills. All of which is to suggest that militant Negro demands for participation in control of public education is actually a means of greater connection to society, precisely opposite from the connotations of separatism usually associated with "black power". Desegregation as a path to quality education has been legitimized as an alternative. However, this is a limited option -- the major thrust of intervention for the poor remains compensatory education.

We are at the height of the culturally deprived, compensatory education period in dealing with the disadvantaged. Yet the crises in education, especially urban, continues and new symptoms of such severity are emerging that they literally compel a re-examination of the problem. This means a re-diagnosis and prescription.

Most analysts agree that we have a crisis in urban education. Agreement is more difficult to achieve then the question becomes, "why do we have a crisis in urban education?" Statistics on low achievement, high drop-out, low college entrace, etc. are common knowledge. More difficult to diagnose are the consequences of these symptoms, of the crisis on people -- children and adults -- and their aspirations. How do we, for example, explain the growing student protests not only in college and universities, but in junior and senior high schools? We are no longer talking about infrequent and localized student protests. Rather

recent reports point to a persuasive rise in student unrest. To illustrate, the Lenberg Center for the Study of Civil Disorders at Brandeis University reported that between January and April of 1968, 44% of the disturbances in six riot prone cities involved schools -- a threefold increase in one year. A report recently released by the National Association of Secondary School Principals on a national survey of secondary school principals on the nature and extent of student activism found that nearly three out of five principals reported some form of active protest in their schools -- whether junior or senior high, whether urban, suburban or rural.[2]

In the fall of 1966, a new symptom surfaced on the face of urban education -- a symptom so revealing that it was destined to trigger the most potent prescription yet developed for the city school crises. At that time, a group of parents and community residents in East Harlem effectively prevented the opening of a "model" school as an ultimate protest -- a protest against the continued denial of quality education and equal opportunity to black and Puerto Rican children, and a protest against the insensitivity and unresponsiveness of a large school bureaucracy to the concerns and aspirations of the community. Intermediate School 201 (I. S. 201) has become a symbol for a different approach to urban school reform -- an approach based on one of the most cherished ideals of our society: participation.

These are salient symptoms that point to a growing dissatisfaction with what is happening, to a "revolt" of the clients (students, parents, community) of one of our most important societal institutions -- the schools. Sustained diagnosis of the situation indicates a more deep-rooted problem. Taken together these symptoms point increasingly to a diagnosis which demands a more potent prescription than compensatory education. Thus, the symptoms mentioned, and countless others, can be diagnosed in a variety of ways. Or the diagnosis could lead in the direction of changing the student composition, of attempting to achieve racial and social class mix. Or the assessment can point to a prescription involving increased human and material resources.

For me, the new diagnosis focuses more on the institution and the relation between institutional obsolescence and student failure. In essence, the disadvantaged, the urban educational crises are themselves symptoms of a more basic problem -- institutional obsolescence. The schools, as institutions, need to be updated.

What is called for is a system of universal education from early childhood through college, a system which has the capability of educating fully a diverse student learning population. This is a monumental undertaking and the biggest problem facing education in the decades to come. Without such a system, the cultivation of the human resources of the society will be seriously curtailed.

The development of a new educational process geared to diversity will be a search. It will not be simply replacing one orthodoxy with another -- one monolithic structure for another. An updated institution will possess a process which is flexible, adapting, and self-revitalizing. It will not have the answers but will engage in a continuous inquiry into better ways of educating people.

The transition from compensatory education to institutional reform, if it is to be made, represents the major task for educational strategists. It is at this point that American education finds itself. The package of federal education legislation is providing "new money," which can have considerable impact on education in the states. An overall perspective or strategy is needed to maximize impact. If the present federal government's investment is in compensatory education, it is because school men have voted for it. Compensatory education is what has been proposed in the "field" to solve the problems of educating the poor. Therefore, the field must recommend a new strategy.

If the problem is with the school as an institution and its reform, then the basic questions become:

1) Through which processes is reform achieved?

2) What is the direction of reform?

It is to these questions that we now turn.

In an open society when a public institution such as the school is in need of fundamental overhaul, the parties that make the institution work need to participate in its reform. This means that professionals, parents, students, community residents should be engaged in the task of transformation. In addition to such a process being congruent with the state of a free society, there are other good reasons. The parties of interest increase the "hands" needed for the job, i.e., the ban of energy needed for reform is expanded. Too, the parties have a legitimate, intrinsic stake in making school relevant to their concerns and aspirations. Moreover, the process of participation itself is a "growth" vehicle. Hence, to deny participation would in essence be denying the parties a right to grow -- the very purpose of the educational institution.

Of course, there is projected another process -- one in which the professional is delegated the responsibility for reform. In addition to the question of whether the professional can indeed do it alone, or whether he should, there is the matter of whether he would be allowed to. When those presently responsible for the educational institution say they are going to change the system, to make it relevant and responsible, the clients (students, parents, community residents) respond with less than enthusiasm. In fact, the clients are more likely to respond by saying, "We have heard that song before." The fact is that there is a disconnection among the parties of interest. There is a basic distrust resulting from the history of miseducation. The clients have emerged as "veto" groups. The professsionals increasingly will not be allowed to go it alone.

The schools as they are presently arranged simply cannot be expected to meet the growing demands that are being thrust upon them by the various publics served by the schools. Youth are demanding that schools become relevant to them and help close the generation gap. Minority parents are demanding quality education that guarantees equality of educational performance. Business and industry are increasingly demanding an educational product who is prepared for a service oriented economy. Schools are being asked by national policymakers to be instrumental to the manpower needs of an advanced technological society.* In the past decades we have asked the schools to deal with such social problems as poverty, alienation, delinquency and racism. We have made schools central to our national defense and to the formation of a great society. We have asked the schools to educate everyone and to develop the fullest potential of each. In short we have projected qualitative demands on the school at a geometric rate and have provided only the means for schools to respond at an arithmetic rate. The result is that the schools simply do not have the capability for satisfying these new albeit legitimate demands. The consequences: loss of confidence, frustration, disconnection, alienation and retaliation by these publics.

Faced with this delimma the schools have responded in the only way they could -- by adding layers to a base structure of education forged in an earlier century. Schools have, for example, added on programs of vocational education,

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* We all remember the post-sputnik focus on education. The demand was that schools prepare more scientists. Earlier in this century the schools were asked to develop a vocational system that would supply the new labor needs of a goods-producing economy.

special education, adult education, compensatory education, etc. The problem is that the demands call for much more than a system of educational add-ons. The demands call for a new conception of education, one that is functionally linked to the concerns and aspirations of the publics that depend on it. This means that modern education is strategically tied to the needs of society, of groups, and of individuals, and to their growth and development. In brief, the problem is with institutional obsolescence. An obsolete educational institution makes all learners disadvantaged. The assumptions undergirding the present educational system are still rooted in 19th century notions of man and his environment, based on rather mechanistic fixed notions which fit the "Newtonian" model then prevalent. The 20th century has been influenced by the more flexible, adaptive "Einsteinian" model. Ira Gordon help depict some of these differing basic assumptions:

Newtonion Model Man	Einsteinian Model Man
A mechanistic, fixed closed system characterized by:	An open-energy, self-organizing system characterized by:
1. fixed intelligence	1. modifiable intelligence
2. development as orderly unfolding	2. development as modifiable in both rate and sequence
3. potential as fixed, although indeterminable	3. potential as creatable through transaction with environment
4. a telephone-switchboard brain	4. a computer brain
5. steam-engine driven motor	5. a nuclear power plant energy system
6. homeostatic regulator (drive reduction)	6. initial guidance and self-feedback motivation system
7. inactive until engine is stoked	7. continuously active

I.J. Gordon, "The Task of the Teacher," Studying the Child in School, New York, Wiley, pp. 2 - 3.

In one sense society is asking the schools to assume a mission not unlike the space program. When America decided to reach the moon, it did not expect a DC8 to tackle this task. We expected more than the addition of two more jet engines to that model. We expected a new design, with new energy sources. We are expecting the schools to assume a far more complicated mission and we cannot expect the present model of education (with its present energy source) to take us there. Moreover, these growing demands have been enormously frustrating for those in the schools trying to respond. Schoolmen have felt isolated, misunderstood, and often betrayed. Faced with the reality of available resources, and with the constraints of existing organizations, they have attempted to deal with these demands. Moreover, those inside the standard educational institutions have had to develop procedures for coping with a reality structure in which decisions about the learner were made by those farthest from him; in which hierarchy and bureaucracy affected serious limitations to his role and behavior. These and countless other institutional operations became dysfunctional to both the participants and for the objectives attempting to be implemented. In brief, the outdatedness of the school as an institution has victimized, has affected adversely, not only the clients but the practioners; not only those outside seeking way of getting in but those inside the school trying to make it work.

The problem, therefore, is not with any group, whether administrators, supervisors, teachers, students, parents, communities, etc. The problem is with the form and shape of the institution in which these parties function. The problem is with the institutional environment and its effects on the parties of

they, the black parent or child, could be rehabilitated, they could fit more readily into the accepted educational process. Many black parents who had hoped to achieve quality education through compensatory education and desegregation soon found these to be rather limited options. Faced with these limited options, faced with the continued educational failure of the masses of black and Puerto Rican children, other alternatives were needed -- enter participation. The clients of our schools -- especially urban schools -- are demanding a voice in updating education. They have reached a stage of awareness and motivation in which they cannot accept the present system of education. They must therefore gain access to those processes which will enable them to create a different system, one that will work. Participation then takes the form of "political energy" leveled at the attainment of quality education. Thus the functional link is established between the politics of education and the search for quality.

Parents and community residents in the Adams-Morgan section of Washington, D.C., in the I.S. 201 section of East Harlem, and in the Ocean Hill-Brownsville section of Brooklyn have achieved a stage of concern in which they have accepted the responsibility for developing a relevant system of education in their localities. It is this new legitimate energy source that offers us a new locomotion toward reform. Moreover, the public , the parents and community are in a position to legitimize new ground rules for the new system, and, most important, new objectives.

Fundamental reform leading to a new and more relevant educational institution cannot really happen unless three major pillars of the present educational system are changed:

A. Governance: The realignment of the parties involved in the process of educational decision-making. A shift toward giving parents, community residents and students an increased voice in policy. The politics of education.

B. Substance: The objectives to be achieved and the content to be learned. The search for relevance toward a more humanistically oriented curricula dealing with individual and group problems, e.g. identity, disconconection, powerlessness -- a more functional emphasis -- e.g. preparation for major societal roles -- e.g. worker, citizen, parent.

C. Personnel: The people who will be responsible for implementation. Opening the educational system to a far broader base of talent than the conventionally prepared career educator; training through the reality of community needs and expressions.

These are the pillars which are being altered at the several community oriented experiments in New York, Washington, D.C., and Boston. The experiments in increased participation have first altered the governance patter, which in turn has triggered change in the other basic pillars. The direction of the change appears to be as follows:

	Traditional	Reformed
Center of Control	Professional dominance	The public, the community as partners
Role of Parent Organizations	To interpret the school to the community, for public relations	To participate as active agents in matters substantive to the educational process

4 Taken from a paper prepared for Brooking's Conference (December 12, 1968 on Community Schools and to appear in an edited collection of conference papers.

Bureaucracy	Centralized authority, limiting flexibility and initiative to the professional at the individual school level	Decentralized decision-making allowing for maximum local lay and professional initiative and flexibility, with central authority concentrating on technical assistance, long-range planning and system wide coordination.
Educational Objectives	Emphasis on grade level performance, basic skills, cognitive (intellectual) achievement	Emphasis on both cognitive and affective (feeling) development. Humanistically oriented objectives, e.g., identity, connectedness, powerlessness.
Curriculum Relevance	Determined by needs of the disciplines (physical sciences, social sciences)	Determined by needs of society, groups, the individual
Test of Professional Effeciency and Promotion	Emphasis on credentials and systematized advancement through the system	Emphasis on performance with students and with parent-community participants
Institutional Philosophy	Negative, self fulfilling prophecy, student failure blamed on learner, and his background	Positive self fulfilling prophecy -- no student failures -- only program failures -- accountable to learner and community
Basic Learning Unit	Classroom, credentialized teacher, school building	The community, various agents as teachers, including other students and paraprofessionals

We have indicated that institutional reform is the key for improved education for all. Relevance will be achieved when the reformed institution actually serves the needs of its clients.

Let us now examine the program implications in the three major sectors of the institution.

Governance: Programs that increase the voice of the clients in educational decision-making are strategic for several reasons. First, the "input" from the clients adds important dimensions to the search for quality and relevance. For example, when students are involved in policy formation, they are quite likely to emphasize content that deals with the basic concerns of youth. "What does the curriculum have to do with me?" is a concensus question raised by students. They are seeking a functional link between school content and their intrinsic concerns: Who am I? Where am I going?

Parent involvement, also, carries important inputs. They want their children to succeed, to develop their individual talents, to proceed at their own rate, to be treated with respect, to have increased options as a graduate, and the like. They are sensitive to those people in the institution, and those attitudes toward their children. These are all important ingredients to a better institution.

Community residents would contribute other goals. The school should deal with the concerns of people in the community, not just children. This could lead to a community school type of program. Too, residents could emphasize the need for the school to develop programs that are congruent with the cultural style of the community. Black studies, bilingual education, community resources, etc., will all be advanced.

In short, the involvement of the clients in educational policy will lead to a legitimization of new objectives together with the ground rules for achieving them.

Moreover, when students, parents and citizens have this type of representation in the affairs of their institutions, they are themselves affected. We are all familiar with the processes of identification. People learn through identification. Seeing their own in positions of personal responsibility may influence the basic personal mechanism of instruction. The "fate control" variable that researchers are increasingly pointing to as instrumental to instruction and achievement may be achieved in part through both client participation and identification.

Policies increasing participation at all levels of the institution will be emphasized by the governing bodies. In school parent, student and teacher councils will be organized. Fuller utilization of paraprofessionals will be programmed. In essence new governance patterns (political) becomes the energy necessary for the development of relevant subsystems.

Substance: The "stuff" to be learned is the arena in which most of us have concentrated. When the issue of relevance is considered, it is usually limited to this context. Educational objectives, curriculum, methodology, school organization etc. are all ingredients associated with this area. As such it is becoming the most crucial, visible component of the institution. Because of this, it may make sense to pursue this aspect in a little more depth.

From the expressions of students, parents, community groups and professionals concerned with reform, we can anticipate the emergence of at least four sets of educational objectives. These will likely be legitimized by the new governance patterns discussed earlier.

The first set of objectives are the traditional ones geared to the attainment of academic skills and subject matter mastery. These are the objectives that presently dominate the standard educational institutions. The present operational definition of quality education is tied to these objectives: i.e., grade level achievement in basic skills and academic subject areas as measured by standardized tests. This set of objectives has a strong cognitive (knowing) flavor and deals with such areas as:

1. Learning to learn skills (attending, evaluation, etc.)
2. Symbolic-technical proficiency (reading, arithmetic, and so forth)
3. Information from selected disciplines (commonly, history and geography)
4. Structure of knowledge (concepts from disciplines)
5. Modes of inquiry (how scholars think)
6. Broad philosophical schools or problems (aesthetics, ethics, and so on)

The programs and processes utilized to attain these objectives is individually tailored: strong emphasis will be given to self instructional material centered techniques such as Individually Prescribed Instruction (IPI). The computer as a diagnostic instrument can be used effectively in this arena.

A strong tutorial component can have a maximizing effect in this realm. In addition to paraprofessionals, students themselves, at all levels (from elementary through college) represent an important tutorial service. Tutorial training efforts such as programmed tutors developed by Professor Elson at the University of Indiana

seem to fit in this sector.

Teachers whose style lends itself to the achievement of these objectives will be utilized. As we shall see later those teachers whose style is geared to other objectives will be similarly matched.

A second set of educational objectives focuses upon the individual talents, interests and innate ability of the learners. The curricular mode associated with these objectives is also highly individualized, but has a different tone. Whereas the first set of objectives was fed to the child, the second set draws from him in the form of whatever latent talents or abilities exist or may be discovered. It would be here that everything from learning to play the tuba to constructing a violin, working on a research project of his own design, producing a movie or TV program, studying swahili (if not included in the first set of objectives) or writing a play would occur.

Those processes usually associated with vocational education would also be linked to these objectives. As Marvin Feldman of the Ford Foundation explained:

> No effort should be spared to develop appreciation and respect for the varying talents of the individual on the part of the pupil as well as of the school system. A major objective of elementary school education should be to seek out the talent in each and show its relationship to the world of work.... (The school should)attempt to acquaint the student with the workings of industry and commerce, and help him match his talents to his career objective. It (also should) include an annual career-objective analysis for each student as diagnosed, discussed, predicted, and evaluated by the combined resources of man-made examinations, computer-oriented methodologies, and man- and machine-derived interpretations.[5]

Comprehensive vocational education models that provide better educational

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5. Marvin J. Feldman, Making Education Relevant, Ford Foundation pamphlet, 1966.

programs for more students of diverse abilities represent one type of program. Such a model would not flounder under the stigma of "manual training", but instead would include for distinct aims: 1) to identify the talent and learning style of the individual; 2) to give him both physical and social knowledge of the world in which he lives; 3) to develop the skills he needs to sustain and advance his life so that he may be a productive and creative individual in society; and 4) to satisfy the individual's search for his own life values. In the comprehensive vocational model the means for reaching these options, however, would be different from the means of most public schools in that they put greater stress upon experientially oriented learning processes.

This model would begin in elementary school with the identification of the individual's talent and personality and acquisition of general knowledge through various learning styles. Vocational guidance would be introduced in the middle school years and would acquaint each student with the workings of industry and commerce to help match his talents with his career objectives ("Who am I going to be?" "What am I going to do?"). The high school would be redesigned as a multi-house organization, organized around learning style laboratories each of which would have an interdisciplinary teaching team in the corresponding teaching style. A new institution of higher learning would accompany the model which would accept those with manipulative, social, athletic, esthetic, mechanical, graphic, artistic, or perceptive, etc., aptitudes (i.e., not only those who possess verbal aptitude) and which would attempt to help the student establish some degree of unity and organization for his vocation out of the tremendous variety of knowledge confronting

him daily.

A third set of objectives deals squarely with the issues and problems of social action which are personally related to the learner. This set of objectives deal with the political socialization of the student. Examples of these objectives might be:

1. To have the learners acquire the skills of negotiating with adults
2. To have the learner devise a variety of strategies for getting something they want
3. To have the learner learn to identify the real power sources in their community
4. To have the learner develop the skills of organizing people in order to create some change in their immediate school realities
5. To have the learner use all forms of media in order to gain support for some social action they intend to take
6. To have the learner develop general skills for constructive social action

The approach to these objectives is highly clinical and experiential. Students would assume roles in community action settings, for example, and be trained by "clinical professors" who are the actual on-the-job leaders. Students would attempt to initiate needed changes in the community, e.g. getting a traffic light installed, getting heat in a tenament building. Such themes as racisim, injustice, powerlessness will be explored. As in the case of the other objectives, wide use of community talent would be utilized, e.g., parents, students, community leaders, etc.

A fourth set of objectives centers squarely on the exploration of self and others. This set ranges from the personological (intrapersonal) to the sociological

(interpersonal) domains. The issues of identity, power and connectedness pervade both spheres. These objectives come to grips with the learner's concern for: Who am I? Who are we? What does school have to do with me? The skills developed in this realm deal with self awareness and help learners get in touch with and free the flow of inner feelings, encourage openness, authenticity and sensitivity to self and others. Curriculum techniques developed in such centers as Bethel and Esalen would be tapped. These might include: emotional expression, encounter groups, sensory training, gestalt therapy, etc.

It is important to note that the four sets of educational objectives are not limited to children. In fact for schools to become relevant they will increasingly need to serve people not just children. As the school becomes a community school -- open evenings, weekends and summers -- the curriculum for adults and children will synthesize around the common objectives.

To develop processes that are functionally linked to the above four sets of educational objectives will require basic shifts in curriculum. For example, the objectives point to an expanded view of the learning environment -- the classroom becomes the community. Some of these shifts can be summarized as follows:

From	To
uniform	diversified
symbolistic	experiential
remote	immediate
what	why
academic	participatory
antiseptic	reality-oriented
cognitive-extrinsic content	cognitive-intrinsic-affective content

The shift in curriculum reflects a basic shift in the relationship between

intrinsic concerns.

People: The educational objectives and concomittant curriculum will necessitate a different view of the teacher. Rather than view the teacher in wall-to-wall terms, i.e., every teacher equipped to deal with all the objectives, we might want to consider matching teachers to particular objectives. As mentioned earlier, certain teachers are better suited, are more stylistically attuned to any particular set of objectives. For example, there are those who are technically oriented and strong in basic skill development while others may be disposed to facilitating interpersonal behaviors and attitudes. Matching such teachers could have a salutory effect on both the learner and the teacher.

Moreover, matching teacher to objectives in only one linkage. Matching teacher style to learner style is still another. Some learners seem to respond to inductive unstructured environments, others to deductive structured settings. Some learners are manipulative, others are conceptual. These learning dispositions lend themselves to different teachers. Therefore, maximizing the learning potential of students will require staff utilization which is fundamentally different from those presently operative.

Achieving greater relevance will require the staff to consider the following

matches:

1. The how of teaching (procedures) with the learner's style

2. The what of teaching (content) to the learner's knowledge of his physical real of experience (the Learner's reality)

3. The who of teaching (personality, race) to the students. For some black students a black teacher may be needed, similarly with other minorities, e.g. Mexican, Puerto Rican, Indians. With racism surrounding us, more serious consideration of such matches are necessary.

4. The what, how, who to the learner's feelings about his experiences. For instance, an urban reading series or a unit on the city policeman may be used because the learner "knows" them. But, if the learner has a fear of policemen by virtue of his particular experience with them, this content can inhibit learning if feelings are not adequately considered.

5. The what, how, who to the concerns of the learner. Concerns also involve feelings and emotions, but at a much deeper level. Concerns are the persistent, pervasive threads of an underlying uneasiness the learners have about themselves and their relation to the world. These concerns might center on questions of identity, powerlessness, and disconnection.

The changing institution will also necessitate a shift in conception of staff development. Since present training agencies are themselves tied to outdated educational process, they have a limited impact on professional behavior. Most behavior is shaped on the job by the nature of the institutions. Outdated institutions produce outdated behavior consequently as institutions are changed, so will the behavior of those in it.

The changing school becomes the clinic in which roles and behavior are shaped. In order to enhance this process a systematic on-the-job staff development program needs to emerge. This will require daily released time for teams of teachers during the day to meet with full-time teacher-trainers (clinical types). Teacher trainers working with teachers can become not only the key in-service vehicle, but a key decision-making instrument. Whereas, the standard educational system operated on a flow of decision-making which traveled from the top down, the reformed system proceeds from the bottom up. This means that the agents closest to the learner -- teachers, parents, other students -- must increase their capabilities for decision-making. Institutional vehicles need to be created which enhance this capacity. One such vehicle is the teacher-trainer teacher team. As this team begins to develop proposals for change the role of the school administrator is changed. He becomes the facilitor of the proposals developed by teachers. Parents, students and community residents can also particpate in these instructional team planning sessions. Teacher preparation institutions can be linked to these teams also. They offer unusual potential for pre-service education. Moreover, the teacher trainers could have joint appointments and offer credit for on-the-job experiences.

If individual growth and development is to be maximized in operational ways, then our ability to diagnose learners in more comprehensive, instrutionally transferable ways need to take place. Consideration should be given to the creation of diagnostic centers. Each diagnostic resource center would house a multi- disciplined staff composed of a child psychiatrist, pediatrician, clinical psychologist,

child development specialist, reading specialist, social worker, sociologist, anthropologist, counselor, academic specialist, and indigenous sub-professionals. Their role would be to provide diagnostic service to the schools by working with the teams of teachers, parents, etc. Their focus would not be simply on achievement, I.Q., or reading level. Rather, they would begin to deal with matters of learning styles, talents, career dispositon, personality, staffing, cognitive level, affective concerns, specific causes for reading disability, etc. This would be a resource that would develop a continuous process of diagnosis for the duration of the learner's stay in formal education.

A final word about language. Language can be an institutional tool which can serve to maximize or thwart the process of socialization. Language is the means by which a child learns his culture, and determines conceptions of self identity. The language of the school and that of the students may be markedly different. The case is obvious in bilingual contexts. However, the case with English dialects is also crucial. The communication style of the institution should be congruent with that of the learner if development is to be achieved. The work of Basil Bernstein at the University of London is important in this regard as is that of the Center of Applied Linguistics in Washington, D.C.

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